

Inspection of a good school: Childeric Primary School

Childeric Road, New Cross, London SE14 6DG

Inspection dates:

22 and 23 February 2023

Outcome

Childeric Primary School continues to be a good school.

What is it like to attend this school?

This is a nurturing school. Pupils are well cared for, happy and safe. Leaders provide opportunities for pupils to talk about how they feel, such as during circle time. Pupils comment that adults listen to them. One pupil, reflecting the views of many, said, 'We are surrounded by caring adults.'

Leaders have high expectations for all pupils. They take into consideration pupils' starting points and the different experiences they may have had before joining the school. Beginning in the early years, teachers provide pupils with the help they need to do well.

Pupils enjoy the challenge of learning new things. They try hard and do not disturb each other. When any bullying happens, leaders take it seriously and do not tolerate it.

Leaders are committed to providing pupils with a very wide range of rich experiences. Pupils spoke enthusiastically of the many visits and outings leaders organise, including to the theatre, seaside, zoo, galleries and museums. Pupils take responsibility for supporting each other. 'Young interpreters' help pupils who have just arrived at the school and are new to speaking English. 'Reading buddies' help younger pupils to practise their reading at lunchtimes. The student council has helped to improve the playground space, and Year 6 ambassadors act as role models for younger pupils.

What does the school do well and what does it need to do better?

Leaders provide a broad curriculum, including specialist teaching of art, music, physical education and languages. Leaders have thought carefully about the knowledge they want pupils to learn in each subject. Usually, pupils can recall this knowledge easily. For example, in history, pupils in Year 4 know about how the lives of people in the past have influenced the way we live now, such as how the Romans designed and built sewers and roads.

Pupils' knowledge generally builds well over time, beginning in the early years. For example, children in Nursery learn that carnivores have sharp teeth for eating meat. In Year 1, pupils learn the difference between mammals and amphibians, fish and birds. In Year 4, pupils learn how to use classification keys to decide whether vertebrates and invertebrates are mammals, fish, birds, amphibians or reptiles. In a small number of subjects, pupils' knowledge builds less logically. As a result, pupils find it harder to understand and remember what is important about some of the knowledge they have gained.

Reading is of great importance to everyone here. Leaders provide plenty of time for phonics to be taught daily by expert teachers. Pupils use what they have learned about segmenting and blending to help them to read unfamiliar words by themselves. When pupils fall behind in their reading and need to catch up, leaders ensure they get the support they need quickly. Pupils enjoy reading every day with their teacher, with other adults, by themselves and at home. They read a wide range of interesting stories. This begins in the early years, where children hear favourite stories many times, such as 'The Three Little Pigs. Pupils become capable and fluent readers.

Teachers check pupils' understanding during lessons. They check for any misunderstandings during lessons and correct these quickly. In a small number of subjects, pupils have not learnt important early concepts securely enough when they were first taught. As a result, pupils have some gaps in their learning, and they need help from teachers to catch up.

Pupils with special educational needs and/or disabilities (SEND) are well provided for. Teachers identify quickly when a pupil may need extra help, and leaders arrange support without delay. Teachers work closely with pupils with SEND and their families to take account of their views and ensure that these pupils get the right help to succeed at school.

Leaders teach pupils the school's values through lessons, assemblies and circle time. Pupils learn about diversity, including different kinds of families, different beliefs, races and disabilities. Pupils treat others with respect, and they value the diverse backgrounds of people in the school. Pupils are taught what makes a healthy relationship and the warning signs of unhealthy relationships. They are encouraged to take care of their physical and mental health.

Staff are proud to work at the school. They comment that their workload and well-being are given high priority by leaders, who treat them with understanding and care.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to spot the signs that a pupil might be at risk of harm. They promptly report any concerns. Leaders meet regularly to discuss the welfare and well-being of pupils. They act swiftly to get pupils the help they need.

Pupils have lots of adults to speak to if they have any worries. They are encouraged to stay safe, including online and in the community. For example, they are taught to keep themselves safe when using public transport.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all areas of the curriculum are equally well sequenced. As a result, in some subjects, pupils' knowledge builds less securely than it does in others. Leaders should ensure that sequencing in all areas of the curriculum allows pupils to build their knowledge precisely over time.
- In some areas of the curriculum, teachers have not checked that pupils have secured early concepts securely enough. As a result, pupils have some gaps in their knowledge of basic concepts, which makes it harder to learn new information, meaning they are further behind in the curriculum than leaders intend for them to be. Leaders should continue their work to identify the key knowledge pupils need to know in order to catch up and to learn more complex knowledge later.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, also known as Childeric Primary School, to be good in December 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146221
Local authority	Lewisham
Inspection number	10255433
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	Board of trustees
Chair of trust	Ann Golding
Headteachers	Ann Butcher and Colin Bessant (co-headteachers)
Website	www.childericprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Nexus Education Schools Trust, which it joined in September 2022.
- The local committee carry out some functions on behalf of the trustees, especially holding the school leaders to account.
- The school does not make use of any alternative provision.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at samples of pupils' work and spoke to teachers some pupils about their learning.
- The inspector also looked at curriculum information in other subjects.
- The inspector considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- The inspector held meetings with the headteachers and other leaders. Inspectors also met with leaders with responsibility behaviour and pupils' personal development.
- The inspector met with members of the local governing body and a representative of the Trust.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Rebecca Iles-Smith, lead inspector

His Majesty's Inspector

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